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ABSTRACT

The curriculum guide is designed for a workplace education program for assembly line workers, inspectors, machine operators, packers, materials handlers, blenders, grinders, and trainers in a factory. The curriculum consists of instruction in English as a Second Language for the job, workplace communication, efficient and safe work habits, and enhancement of job performance. The guide consists of five themed units of instruction: quality control; work forms, codes, and other work-related written materials; workplace communication; health and safety; and company rules. Each unit lists instructional objectives and related language skills, lesson ideas and class activities, and cross-references to specific texts and instructional materials. Additional materials include a job-related vocabulary and phrase lists, and an English/Spanish glossary of vocabulary concerning defects. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 391 399

Suncast Corporation Curriculum Guide

English as a Second Language for the Workplace

Worker Education Program

Chicago Teachers' Center of Northeastern Illinois University

and

The Amalgamated Clothing and Textile Workers Union

October, 1993

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Suncast
Workplace Literacy Course

COURSE GOALS:

I. To help workers (assembly line workers, end of line inspectors, machine operators, packers, material handlers, blenders, grinders, and trainers) do their jobs efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

a) naming products, product components, machines, machine parts and tools

b) reading & filling out forms and other written material used in and related to their jobs:
- labels (on gaylords & skids)
- hand tags (on product)
- Bill of Materials
- Line Reject Tally Sheet - (material handlers)
- Reject Ticket
- Test Forms (Quality Control Dept.)
- Dot Plots (Molding Dept.)
- Reground Material Weight Sheet (grinders)

c) reading & understanding abbreviations on labels (product descriptions & colors)

d) reading & understanding number/letter codes on: labels, product packages, cartons, product manuals, gaylords and skids, including date codes and product or customer codes

e) reading & understanding switches & buttons on machines (on/off, run, start, etc.)

f) reading & understanding time clock

g) learning sequencing of numbers (1/1, 1/2...2/34,2/35...etc) (for tank assemblers)

h) naming and describing workers' job and work history

i) filling out personnel forms

j) demonstrating Quality Control checks & naming flaws in product or product components

k) understanding safety rules & regulations at Suncast; learning names of safety equipment & apparel; reading safety signs in the plant; understanding measures to avoid accidents & injuries

l) learning basic communication skills for:
-greeting coworkers, foremen and supervisors
-reporting a problem to foreman or supervisor (problem with a machine, out of a component, etc.)
-answering questions from foreman or supervisor
-understanding instructions from foreman or supervisor, including location of components in the plant (material handlers)
-understanding & accepting praise from foreman or supervisor
-calling in sick, explaining an absence & asking for a personal day
-reporting an accident

If time allows:

2. To read and understand other workplace correspondence and signs
3. To learn general English communication skills needed for promotion
4. To read and fill out other forms needed for promotion
5. To learn basic math skills needed for promotion
6. To understand Suncast company rules & regulations
7. To understand procedures for resolving a problem through the union
8. To enhance listening and problem-solving skills among workers
9. To understand how each worker fits into the overall functioning of the workplace, ie. how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work in workers and heightening their awareness of the importance of teamwork and cooperation

THEME **Quality Control**

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To be able to name & identify products, product components, machines, machine parts & tools	specific vocabulary of Suncast products, components, machines, machine parts & tools	•TPR activities using Suncast products & product components •TPR activities on plant floor to name machines, machine parts & tools	Suncast products & components Suncast tools, where possible
		Use Suncast videos showing workers doing their jobs to practice naming products, components, machines, machine parts & tools	Suncast videos
		•Use Suncast "Lawn & Garden Catalog" to practice naming products •Information Gaps and Spot the Differences exercises on "Lawn & Garden Catalog" and product manuals	Suncast "Lawn & Garden Catalog" and product manuals photocopies of assorted pages from catalog & manuals to make Information Gaps & Spot the Differences exercises
2. To be able to demonstrate Quality Control checks and name flaws in product or product components	vocabulary for quality control checks & flaws: sink, splay, short shot, bleeding, etc.	•students check products, say whether good or not, which QC problem exists, if any	company's products, both good and defective
		•TPR: hold up appropriate item, students name problem	company products
		•T/F questions on QC checks, written and oral	company products, handouts
3. To be able to report a QC problem to foreman, supervisor, or QC inspector	typical structures and vocabulary for this kind of situation (vocabulary from objective #1; structures: "There's a hole in the reel half."; "The hose is kinked."; "The axle is rusty."; "It's too short/small/heavy."; "It's not long enough.", etc.)	•dialogues, roleplays	Suncast realia handouts of sample dialogues, roles, situations audio tape of sample dialogues Speaking Up at Work, 97-103
		•listening comprehension on QC dialogues	

THEME Quality Control

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To be able to answer QC questions from foreman, supervisor, or QC inspector	typical structures & vocab. for this kind of situation (see objectives 1- 3)	•dialogues, roleplays •20 Questions	handouts of dialogues, roles, situations Side by Side, bk 1, unit 27 English for Adult Competency, chapt. 2
		•dialogue completions •cloze exercises •Tic Tac Toe •grammar practice on comparisons •grammar practice on comparisons in context of QC situations	handouts of dialogues handouts board grammar exercises on comparisons handouts of dialogues, roles, situations
	Functions: asking for help, checking & clarifying instructions, asking for explanations, asking for information, giving explanations & reasons, describing a mechanical problems specific vocabulary	•discussions, dialogues, roleplays •listening comprehension exercises •roleplay: report a machine breakdown	Speaking of Survival, pgs. 210-224 Breaking the Ice, units 5-8 Working in English, chapts. 10 & 11 English at Work, worksheet 17 Speaking Up at Work, 43-49, 83-86 Spectrum 2, units 5 & 6 On Your Way, units 2, 3, 5 & 6
5. To be able to write reasons why a component or product is rejected	typical vocabulary and structures for this kind of situation (see objectives 1-4); writing	•same as for objectives 1-3, then fill out Line Reject Tally Sheet and Reject Ticket	defective parts & components Line Reject Tally Sheets Reject Tickets
6. To be able to write and keep track of numbers in sequence (for tank assemblers)	writing numbers in sequence Other skills: keeping track of numbers in sequence	•worksheets: fill in blanks in series of numbers timed practice for writing numbers in series •number games: Buzz, Concentration	worksheets
7. To be able to understand instructions from foreman, supervisor or QC inspector	language/vocab for following instructions (First, next, then, etc.) imperatives (put, get, bring, take, do, make, etc.)	•TPR activities using Suncast realia and situations, on the plant floor when possible •sample dialogues for following instructions •roleplays of work situations	Suncast realia sample dialogues; Working in English, chapt. 9 role cards

THEME Quality Control

Objective	Language Skills	Lesson Ideas/Activities	Materials
8. To be able to locate components and other items in stock in the plant (for material handlers)	specific vocabulary (racks, shelves, names of departments and areas of plant, etc.) prepositions of place (on, in, under, above, next to, beside, on the left/right, etc.)	•pictures showing prepositions of place •TPR activities with focus on prepostions using Suncast components & other items which Material Handlers must locate •Tour of plant showing where components are kept;students draw a diagram of plant floor, labeling racks, components, etc. •Information Gaps & Spot the Differences on students' diagrams & on other pictures & diagrams w/focus on prepositions •20 Questions: Guess what something is in Suncast by asking yes/no questions about where it is located •Scavenger Hunt: clues are locations around the plant •Game: students actually have to go get components, etc. from the plant floor based on oral instructions (see supervisor of material handlers) •sample dialogues, more preposition practice	The New Oxford Picture Dictionary Suncast realia Newsprint students' diagrams, other handouts written clues placed around the plant (or Supervisors & Foremen could give the clues orally) Working in English, pgs 115-116, 118-122
9. To be able to understand & accept praise from a foreman, supervisor, or QC inspector	typical expressions for praising & accepting praise (Good/Nice work/job; That's good; Thanks; Thank you, etc.)	•sample dialogues about giving & accepting praise in Suncast contexts •roleplays	handouts of dialogues role cards

THEME: Work Forms, Codes & other Work-Related Written Materials

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To read and understand the labels on gaylords & skids	read/interpret abbreviations on labels (product descriptions, colors)	•flash cards of abbreviations •matching worksheets •Bingo TPR activities: read label, hold up product it describes; read color code on label, hold up a component of that color; game: assorted components of different colors on table, one student calls out a color, others try to pick up appropriate component first; same game w/different products Spot the Differencec on labels Information Gaps on labels	flash cards worksheets, Suncast components & products Bingo game Suncast labels, products & components labels, handouts labels, handouts
2. To read & understand number/letter codes (**date codes & product or customer codes**) on labels (on gaylords & skids), product packages, cartons, product manuals & hand tags	learn & decipher number/letter codes	•matching worksheets on codes •flashcards on codes •Spot the Differences on codes •Information Gaps on codes •TPR: match product package w/label, manual, etc. •TPR: mark appropriate product code on carton •TPR: set date code stamp appropriately	worksheets flashcards worksheets, labels, product packages, manuals, cartons product packages, labels, manuals, cartons, hand tags same as above date code stamp
3. To read & understand switches & buttons on machines	specific vocabulary (on/off, run, start, etc.)	•plant tour in which workers draw pictures of machines w/labeled buttons and switches •watch video of workers operating machines and discuss funtion of the buttons & switches •label switches & buttons on picture of machine	pictures of machines w/buttons & switches labeled pictures of machines w/buttons & switches not labeled video of workers operating machines

THEME Work Forms, Codes & other Work-Related Written Materials

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To gain familiarity with forms used by other workers (Test Forms, Dot Plots, Bill of Materials, Reground Material Weight Sheet)	reading & distinguishing codes	•see objective #2	see objective #2
	Other Skills: reading & understanding dot plots	•Read Dot Plots, worksheet w/comprehension Questions; Fill out a Dot Plot	Dot Plots, worksheets
	understanding weights basic addition & subtraction	•number/weight practice: Weigh things in class worksheets on weights, basic addition & subtraction; story problems on weights, addition & subtraction using Suncast and other real life examples	scale, Suncast & other realia to weigh worksheets story problems Reground Material Weight Sheet
5. To understand and fill out personnel forms (job applications, etc.)	specific vocabulary and abbreviations: ss#, marital status, birthdate, previous jobs, education, etc.; grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for (other vocabulary for other forms)	•fill out a job application •Information Gaps on job apps.	On Your Way, unit 12, Working in English Suncast job application forms
		•grammar exercises on simple past and present perfect continuous •oral practice of these tenses in context of jobs workers have had (same ideas for other forms)	Grammar Work, bk 1, 82-91, bk 3, 49-56 Speaking of Survival, pgs. 82-96 Side by Side, bk 2, units 4-6 English for Adult Competency, chapt. 7

THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To be aware of and understand other work-related problems & solutions	simple present, adverbs of frequency modals: can,could, should, must, might	•chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)	Practical English, chapt. 9 Side by Side, bk 1, units 1-12, bk 2, unit 1 grammar exercises, cloze exs, flash cards on verbs & adverbs, handouts w/blank charts Side by Side, bk 1, units 13, 21, 22, 27, 28
		•discuss a typical day at work •LEA based on discussion •problem solving & roleplays on situations discussed: students provide solutions (He should..., She could..., etc.)	The Working Culture, book 1, chapt. 9 "Problems in the Workplace" (roleplays)
		•LEA based on discussions & roleplays	
		•readings on other work issues	The Working Experience 1, chapt. 2 "The Boss", chapt. 7 "A Hard Part of My Job", chapt. 13 "New on the Job", Picture Stories, pg 61 (wife in factory, husband at home)

THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To communicate problems at work to appropriate person, both orally & in writing	simple present, present continuous, simple past & past continuous to describe a problem at work	•brainstorm problems in the workplace	blackboard, make vocabulay list of high frequency verbs & other vocabulary from brainstorm
		•grammar exercises contrasting simple present & present continuous, simple past & past continuous w/high frequency work problem verbs	Practical English, chapts. 5, 9, 10, 13, 14, 16 Side by Side, bk 1, units 1-18, 26 Grammar Work, bk 3, 14-48; handouts flash cards of verbs Bingo game on irregular verbs On Your Way, units 1, 2, 3, 6, 7, 10 & 11
		•flash cards of verb forms •Concentration cards for irreg vbs	flash cards Concentration cards on irregular verbs
		•discussion of problems in the workplace, who to communicate them to, possible solutions	
	functions: expressing opinions, needs, wants; arguing	•dialogues & roleplays on communicating problems at work to supervisors & union representatives using present & past tenses	sample dialogues, role cards Functioning in English, units 3, 6 & 8
		•LEA & strip stories based on dialogues & roleplays	board, strip stories
	filing a formal complaint or grievance in writing	•dialogues, roleplays using these functions to communicate a problem at work (eg. : roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)	sample dialogues, role cards
		•written exercises on sample written complaints & grievances: T/F & comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks •write a formal complaint or grievance about a problem you have (or had) at work	sample formal complaints & grievances, worksheets on these

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THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.)	functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we...", etc.) modals: should, could, can, might, had better, ought to	•discuss problems in the workplace •brainstorm possible solutions to these problems	English for Adult Competency, chapt. 1 On Your Way, units 2, 8 & 9 board, handout of vocabulary Functioning in English, units 4, 6 & 8 Fitting In, chapts. 2 & 10 Side by Side, bk 1, units 13, 21,22,27,28
		•roleplay workers discussing a problem at work & suggesting solutions	sample dialogues using functions listed & modals, list of work-related problems generated by students, roles
		•suggestion box: students write suggestions to problems discussed above, put in suggestion box	suggestion box
		•roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box	role cards, suggestion box w/suggestions
6. To understand rights of workers & the laws protecting these rights	negative statements	•introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.	ESL for Action, Unit 7 Grammar Work, bk 1, 1-21, 58-71 On Your Way, unit 1
	specific vocabulary first & second conditionals (If...then...)	•read excerpts of contract related to benefits/workers' rights •T/F & comprehension Q's on contract/benefits/workers' rights	contract ELS for Action, Unit 8 Side by Side, bk 2, units 15-16 handouts

THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To understand job requirements/skills needed for promotion at your company	simple present: affirmative, negative, yes/no questions adverbs of frequency there is/there are	•make chart on board of what workers do at work by having students ask each other questions, then fill in the chart •same as above, w/adverbs of frequency: "How often do you...at work?"	On Your Way, units 1, 3, 7, 9 & 11 Practical English, chapts. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3
		•talk & write about where students work and what they do at work, using information from completed chart	blackboard, handouts to guide questions if needed & completed chart
	vocabulary used on the job	•LEA about everyone's job, then do follow-up (cloze, dictation, strip story)	blackboard, handouts of questions if needed & chart
		•train/explain your job to a classmate	
	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	•use "job banks" to build work vocabulary	English for Adult Competency, chapt. 7 blackboard handouts, strip story
	I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	•roleplay work scenarios using high frequency vocabulary words	tape recordings of work-related dialogues, written sample dialogues, role cards
		•brainstorm qualities of a good worker	blackboard, vocabulary list generated from brainstorming
		•flash cards, concentration cards of opposite adjectives describing characteristics of workers	flash cards, concentration cards
	simple past & " used to" for describing your work history question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.	•discuss qualities /skills needed for promotion at your company	On Your Way, unit 12 Side by Side, bk 1, unit 18, bk 2, unit 20
		•listening comprehension & discussion on job skills	Tuning in to Spoken Messages, Unit 8 (different skills for different jobs)
	function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	•read job ads in newspaper & job announcements at work	authentic job ads & job announcements, worksheets on these, job application forms
		•fill out job application •roleplay a job interview	Side by Side, bk 1, units 14-18 Practical English, chapts. 5, 13, 14 role cards

THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product	"when" + simple present 2nd conditional ("What would happen if...")	•problem pose a situation where one step in manufacturing process breaks down	actual products at various stages of manufacturing, photos of different work stations Side by Side, bk 2, units 15, 16
		•invite plant manager or someone from personnel to speak about co. products & manufacturing process	company literature/brochures
9. To understand pay, benefits, taxes	$, %, decimals reading columns reading paychecks & stubs functions: asking for information/clarification ("Excuse me, could you tell me/explain to me..."); explaining a mistake specific language: "I'd like to cash/deposit my paycheck/ make a deposit."	•number work, including listening comprehension ($,%, decimals)	From the Start, units 1-5 paychecks & stubs Speaking Up at Work, pg 143
		•report a mistake on payroll - reading of paychecks & stubs, discussion, roleplays	paychecks & stubs Working in English, chapt. 5 English at Work, wksht #17 The Working Experience 1, chapt. 6 Speaking Up at Work, pgs. 50-56, 118-119, 133-135 Speaking of Survival, pg. 91 English for Adult Competency, chapt. 9
		•roleplays: cashing or depositing a paycheck at the bank	sample dialogues, role cards, deposit slips

THEME Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To understand employers' & employees' rights & responsibilities under OSHA & Workers' Compensation laws	specific vocabulary	•roleplay a dialogue between OSHA inspector and workers •discussion & roleplay of employer's & employees' rights & responsibilities under OSHA	ESL for Action, Unit 6 OSHA information pamphlets "Safety & Health Hazards at your Workplace Checklist" (from OSHA materials) Workers' Compensation information pamphlets Working in English, chapt. 14 sample dialogues, role cards
		•read simplified versions of OSHA checklist forms	simplified OSHA checklist forms
		•read & discuss articles on workplace accidents	articles: "North Carolina Chicken Plant Fire", "Triangle Shirt Waist Factory Fire" •pre-reading vocabulary & questions, post-reading work on vocabulary & comprehension & discussion questions
		•LEA based on readings, discussions & roleplays	
		•invite a guest speaker (from co. or union) to talk about health & safety in the workplace	
4. To be able to file a written complaint about a health or safety hazard	specific vocabulary writing sentences	•read sample complaints/grievances on health & safety hazards	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)
		•flash cards & cloze exercises on vocabulary & structures in readings •brainstorm health & safety hazards in your workplace & choose the most dangerous one to discuss	flash cards, handouts
		•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)

THEME Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor	vocabulary: body parts	•label pictures of body parts •TPR: "Simon Says" •Concentration	The New Oxford Picture Dictionary, pgs 4-5 English for Adult Competency, chapt. 3 Concentration cards
	vocabulary: ailments, injuries	•dialogues, roleplays, flash cards	handouts, role cards, flash cards Grammar Work, bk 1, pgs 76-81
	imperatives	•roleplay warning a fellow worker of a hazard	Speaking Up at Work, pgs 66-67 Fitting In, ch. 6
	simple past of key verbs: (cut, slipped, fell, etc.) past continuous; contrast of these 2 tenses when, should, should have		Spectrum 2, units 2 & 10 Practical English, chapts. 3, 14 Side by Side, bk 1, units 15-17, 20, 26, 30 bk 2, units 2, 14; Grammar Work, bk 1, 82-91, bk 3, 28-48 Understanding & Using English Grammar, unit 5
	vocabulary: safety gear, equipment, tools (safety glasses, Kevlar gloves & sleeves)		Speaking Up at Work, pgs 63-66 English at Work, worksheet #17 Working in English, chapt. 8
	function: calling in sick (specific language & vocabulary)	•flash cards, fill in the blank exercises •concentration cards (pres vs past) •problem solving: safety in the workplace: discussion, dialogues, roleplays w/cards	flash cards, grammar exs. concentration cards English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20 Speaking of Survival, chapt. 1 Working in English, chapt. 13
		•discussion of safety gear needed at company	handout of safety gear vocabulary realia: safety gear handout w/discussion questions
		•dialogues, roleplays, listening comprehension on calling in sick, visit to doctor for work-related injuries	Spectrum, book 1, chapt. 3 roleplay cards, handouts of sample dialogues
		•invite a guest speaker from the health clinic to discuss health & safety hazards, solutions, cures	
6. To be able to fill out an accident report	specific vocabulary filling out forms	•flash cards & worksheets on vocabulary on forms •roleplay a workplace accident then fill out accident report	accident report forms from workplace, worksheets, flash cards role cards, accident report forms

THEME Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To be able to make a doctor's appointment	function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury	•sample dialogues on making a doctor's appointment; vocabulary work, cloze exs., fill in the blanks, dialogue completion, listening comprehension •dialogues, roleplays and listening comprehension on making a doctor's appointment	handouts Listening Tasks, pg 86 Functioning in English, pg 7 Tuning in to Spoken Messages, Unit 2 Speaking of Survival, chapt. 1 English for Adult Competency, chapts. 1, 3 role cards
8. To be able to understand doctor's orders, ask & answer questions, ask for clarification	modals - affirmative, negative & question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: "How long should I...?", How many should I take?", "How often...?", etc.	•grammar work on modals, written & oral, in context of visit to doctor	Grammar Work, bk 3, 81-93, sample dialogues w/modals, exs. on these Side by Side, bk 1, units 10, 13, 21, 22, 27, 28
		•grammar work on question words & question formation, oral & written in context of visit to doctor	Practical English, chapt. 3 Grammar Work, bk 1, 6,7,17,27,32,36,48,56, 63; sample dialogues of Q's at doctor's, exs. on these
		•dialogues, roleplays & listening comprehension on going to the doctor	sample dialogues, cloze exs., gap fills Speaking of Survival, chapts 1 & 2 Spectrum 1, unit 3 Breaking the Ice, units 11 & 12
9. To be able to get prescribed medications from a pharmacy & read instructions on them	specific vocabulary	•roleplay going to a pharmacy to get a prescription filled	sample dialogues, prescriptions, role cards
		•read instructions on prescriptions, prescribed & over-the-counter medicines	handouts of specific vocabulary & abbreviations on prescriptions, sample prescriptions, realia: medication & instructions for common work-related ailments & injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests Speaking of Survival, pg. 14

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THEME Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
10. To be able to fill out an insurance form for a work-related ailment or injury	specific vocabulary, filling out a form	•exs. on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks	insurance forms used by the company, both blank & filled out, handouts on vocabulary on forms, gap fills, T/F & comprehension Q's, & Spot the differences on forms
		•discuss a work-related ailment or injury of a class member, then fill out an insurance form	Speaking Up at Work, 133-135 company's blank insurance forms

THEME Company Rules

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To understand Suncast's company rules and regulations.	reading comprehension of company rules; specific vocabulary	•teach one rule a day: go over vocabulary with flash cards; use index cards for word order	ESL for Action, unit 5, lesson 1 company rules flash cards index cards for word order index cards w/rules
		•pantomime breaking a rule - which one?	
	modals (should, would, can, could, must) + simple form of verb	•grammar practice on modals •conversation practice w/modals in context of company rules	Side by Side, bk 1, units 13, 21, 22, 27, 28 Grammar Work, book 3, pgs 81-95 handout: discussion questions handout: sample dialogues
	present tense verbs	•grammar practice on present tense verbs •conversation practice w/present tense verbs in context of company rules	Side by Side, bk 1, units 1-6, 9, 10 Grammar Work, bk 1, 1-20, 58-71, bk 3, 17-27 Practical English, chapt. 9
		•problem solving: How to avoid breaking company rules & what to do if you break them: discussion, dialogues, roleplays	handouts w/sample dialogues & discussion questions handouts w/sample dialogues gap fills on dialogues role cards
		•LEA based on discussions, dialogues & roleplays	blackboard
	simple past	•compare/contrast rules at company w/rules at former workplaces •problem solving/discussion: Who benefits from these rules? •compare/contrast rules w/work rules in native country; discussion: Where did the rules originate? Who mandated them? Do they still apply w/changes in the workplace?	Practical English, chapts. 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions

Suncast Vocabulary

Molding Department:

Verbs:
inspect
sort
trim
assemble
pack
correct
take
insert
pick-up

Nouns:
runner
gate
cosmetic defect
color marks
sink
warping
streaks
splay
flow line
gaylord
folding chair
lazy susan
neumatic screwdriver (airdriver
pick-up wand
cells
hose reel frame
table tops
legs
wedges
fasteners
lockers
chairs
flash injection unit
folding chair assembly fixture

Hose Reel Department:

Verbs:

throw
tape
clean
attach
call
put in
check
read
weigh
put
wrap
insert

Nouns:

flanges
hose reel
o ring
recross
frame
handle
front brace
back brace
crank
hose
connectors
screws
pins
adapter
parts bag
outside reel
inside reel
air gauge
side frame
wheel
axel
short shots
irregularities
front brakes
manual
insert
automatic tape machine
scale
label
box
skid

Quality Control Department:

Verbs:

place
hit
check
blow
apply
take
put
push
bend
seat
bring
pick up
go

Nouns:

part bags
hose reels
tubes
kitveyor
hose handle
tank welding
spray tanks
spin-out tube
metal wand flairing
bows
cinch nut
o-ring
o-ring applicator
spray tip
revolution
box
tube
wand bending fixture
material handler
spring
valve body
driver
hole
warping
short shot
kinked hoses
rust
splay
sink

QC cont. - Connector/Nut Hose Assembly

Verbs:
clear
crimp
position
lock
coil

Nouns:
clamp
connector
fixture
button
unit
valve housing
crimper
trigger
gaylord
boot pedal
palm button
final bin

QC - Tanks:

Verbs:
package
match
read

Nouns:
o-rings
suctions
pumps
tanks
lot
date code
flex test
print out

Small Assembly Department

Verbs:
date code
put
spin weld
take
tighten
slide
salvage
package
pick up
form

Nouns:
water pistol
sidewinder bag
impulse sprinklers
rotary sprinklers
occilating sprinklers
booster seal pack
water timers
connectors
o-ring
spring washer
shaft
pistol body
handle
shaft nut
accessory adapter
spin tight wrench
rails
sleeve
air press
sonic welder
seal machine
blister
female faucet adapter
male connector
side winder
cavity
blister card
robot
box
hang tag
turet sprinkler

Material Handlers:

Verbs:
position
open
weigh
count
collect
remove
transfer
set aside
deliver
perform
follow
assist
report
set up
move
load
operate

Nouns:
staging area
assembly line
line stoppage
paring knife
rubbish
skids
housekeeping duties

Words/Phrases:
how much/how many...pieces are at the press/machine numbers
bring these parts over to...
put this in the...
the balance left to make is...
move/get/bring
look/watch/pay attention
Please be careful/make sure that the press/part number on the label is correct.
do/don't

Words/Pharases for Material Handlers, cont.
down
off
Do not write down the time for a part when the mat-con computer is down.
time
why/how/when & other question words

Extrusion Department:

Verbs:
check
collapse
pack
run
start
stop
bleed
bring
pull
make
strectch wrap
regrind
recycle
sample
mix
throw
fill

Nouns:
holes
edging
connectors
collapse
water marks
lines
hoses
wand hose
hole
caliper
cutter

Nouns, cont.
extruder
head of extruder
die
heater band
vacuum tank
air blow off
puller
conveyor
connector bin
machine feeder
spools
parts
blender
shuttler
materal handler
skid
stretch wrap
cartons
buckets
moisture
contamination

Vocabulary from Suncast work forms:

Rejection Ticket:
part mane
part number
date
shift
time
sp/po number
QA Department
vendor
machine
line
other
containers
qty./cont.
total pieces

Rejection Ticket, cont.
sample
defect
reason for rejection
specification
dimension
function
appearance
regrind
throw out
rework
use as is

Line Reject Tally Sheet:
code number
code names (dispose, regrind)
date
department
LRT#
part number
description
QTY
ADJ Code
unit cost
reasons: burst test, damaged, bad spin weld, pull test, damaged machine, short shots, incomplete, flash
Q.A.
submitted by
Q.A. Disposition by
MATL. disposed by
inventory relieved by

Reground Material Weight Sheet:
part #
name
gross
tare
net

Daily Line Performance Summary:
date
product
inspector
target weight at start
+/- range
quantity
under
over
confirmed rejects
summarize
final
total
reset

Finished Goods Production Worksheet:
shop order #
part number
start label
ending label
total skids
total production
remarks
prepared by
date
department supervisor

Motors Assembly Water Test:
part number
date
sample/box
qty/box
box no
p
fail
PSI
type
comments
action taken or rej
burst test w/end plugged
type
special instructions
burst test type

Water Test Inspection Form:
date
ID or box
sample size
water test pressure
comments
action taken
Qty/boxes

Handle/Hose Assy:
part no.
inspector
date
gay. #
tatal pcs
sample
p
f
comments
action taken
reject #
torque
driver
time
lbs

Water Test on Wand Assy:
part no.
model
date
Box ID#
sample size
pass
fail
explanation
action taken
inspector

Suncast Relief Valve Control Chart:

part no.
model
spec.
insp.
date
time
decay
other
Dim B Pull
total
average

Impulse sprinkler Head:

part no
date
PSI
deflector up
deflector down
time
diffuser screw tight
diffuser screw loose
failed PSI
rotate
hold position
condition
spring rew.
spring/nut reworked
loose deflector
good nut

Oscillating sprinkler Water Test:

model no.
date
time
PSI
full pattern
center pattern
right pattern
left pattern

comments
inspector

Common Defects List for Assembly:

missing
short shots
wrong
warped
sink
undersize
oversize
shiny
dull
cracked
crooked
dirty
don't fit
flash
sharp flash
brittle parts
breaks easily
open bag
mixed
out of round
aligned
distortion
too close to edge
color streaks
holes filled
knock out pin
splay
screws aren't all the way in
hole isn't drilled
O.D. or outside dimension
I.D. or inside dimension
unglued
torn
flash in O-ring area
leaks
drips
dribbler
spritzer
drooler

gusher
flow lines
scratches
printing isn't legible
spots
broken
seal properly
failed
burst
rusty
kink

COMMON DEFECTS LIST FOR ASSEMBLY

FOR F.A. USE ONLY

ENGLISH	SPANISH
MISSING	ausente, parte que falta en la caja.
SHORT SHOTS	le falta un pedazo, esta derretido
WRONG	erróneo, equivocado
WARPED	torcido, encorvado
SINK	sumido
UNDERSIZE	tamaño inferior al normal o esperado
OVERSIZE	mas grande de lo normal o lo esperado
SHINY	brillante, lustroso
DULL	opaco
CRACKED	agrietado, rajado
CROOKED	torcido, encorvado
DIRTY	sucio
DON'T FIT	que no entra, encaja o cabe en otra pieza
FLASH	exceso de plástico o telita extra
SHARP FLASH	exceso de plástico duro que puede cortar
BRITTLE PARTS	partes fragiles
BREAKS EASILY	que se rompen facilmente
OPEN BAG	bolsa abierta
MIXED	mezclado
OUT OF ROUND	que no está redondo
ALIGNED	alineado
DISTORTION	deformado
TOO CLOSE TO EDGE	muy cercano al borde
COLOR STREAKS	lineas de color
HOLES FILLED	agujeros rellenos de plástico

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ENGLISH	SPANISH
KNOCK OUT PIN	pin sobresalido y se nota en la parte
SPLAY	manchas blancas en la parte, parecen rayos
SCREWS AREN'T ALL WAY IN	tornillos no estan metidos completamente
HOLE ISN'T DRILLED	agujero no esta perforado
O.D. OR OUTSIDE DIMENSION	dimension o medida de afuera del circulo
I.D. OR INSIDE DIMENSION	dimension o medida de adentro del circulo
UNGLUED	no esta pegado
TORN	roto
FLASH IN O-RING AREA	exceso de plastico en el area del o-ring
LEAKS	liquea
DRIPS	gotea, menos de una gota por segundo
DRIBBLER	gotea, mas de una gota por segundo
SPRITZER	chorro, en cualquier posición
DROOLER	chorro, solo si esta en una posición
GUSHER	chorro grande, se explica por sí solo
FLOW LINES	lineas en el plastico que son de flujo
SCRATCHES	rayar
PRINTING ISN'T LEGIBLE	lo impreso no se puede leer
SPOTS	manchas
BROKEN	quebrado, roto
SEAL PROPERLY	sellado propiamente
FAILED	fallo, que no paso
BURST	reventar, explotar
RUSTY	mohoso, oxidado
KINK	doblado excesivamente

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Vocabulary/Expressions for Health & Safety Unit

danger
fire
extinguish
exit
electrical wires
lifting
to trip
to hurt
to cut (off)
to burn
to bleed
to slip
to fall
headache
Carpal Tunnel Syndrome
repetitive motion
stress
fumes
dust
injury
ventilation
lighting
flammable
poison
safety gear
safety belt
goggles
boots
glasses
hard hat
mask
gloves
first aid
high voltage
ear plugs
Watch out! / Watch it! /Look out!
Be careful!
Don't touch that!
dosage
tablet
capsule
teaspoon
liquid
all body parts
ailments
absent
sick